**Ba-Da-Bing: A Sentence Imitating Exercise**

Lesson 25, pp. 128-131 in *Reviving the Essay* by Gretchen Bernabei

<http://www.trailofbreadcrumbs.net/teaching/composition/sharing/ba-da-bingworkshopbrochure.pdf>

**Objective:** to employ a revision strategy that engages the reader in visualizing the experiences of the author

**Standard (W.CCR.3)** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Three Part Structure** of Ba-Da-Bing sentence:

• Where the speaker was physically,

• What he/she saw

• What he/she thought

**Teacher models** the strategy first by starting with a sentence before revision and demonstrating how to rewrite it with the ba-da-bing strategy. Teacher also shows page in writer’s notebook and asks students to make a similar graphic organizer.

* *Before: I stood next to a bank robber while he robbed the bank.*
* *After: My feet were boulders that refused to budge. I stared at the young man just six feet away from me while he asked the bank teller to give him all her money. “I wonder if he has a gun,” I thought.*

Debrief with the following questions: What was different between the two? How does this strategy help the reader? How does it help the writer? How might you use this in your writing?

**Group Practice:** Using a photograph from National Geographic, students write ba-da-bing sentences. Share in small groups and then share some with the entire class. Using a Word Document, talk about the varied sentence formations ba-da-bing can take. (See p. 131.)

**Individual Guided Practice:** Each student is given a magazine photo with which to try the strategy. When finished, use the Stand Up/ Hand Up/ Pair Up strategy to share sentences. Revisit the debriefing questions and construct a four point evaluation tool for students.

**Independent Practice:** With Mrs. Carden’s help, each student finds a place in his/her narrative to insert a ba-da-bing passage. Leads and conclusions are two possible insertion points; students can also look for places where they find themselves in new locations.

**Publishing:** Students write favorite ba-da-bings on index cards or in a digital space for sharing. Mrs. Carden intends to use Padlet.com on her website.

**Name It and Claim It** (for teachers)**:** Use the strategy (where my feet went, what my eyes saw, and what I thought) to reflect on a learning experience such as following a field trip, a science experiment, a guest speaker, etc. “When I stood at my lab table and watched the bubbles rise in the beaker, I thought this could be the fuel of the future.”

Proficiency Scale

Revising to add description

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| Author’s efforts do not enhance the writing; modeled revision strategy was not employed | Author revises writing, but uses common and vague words in an attempt to add description. | Author revises to add description using thoughtfully selected words so the reader can visualize. | Author revises to add description by using thoughtfully selected words to express his or her ideas and intent in a sophisticated manner so the reader can visualize. |